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## Unit 2: Concepts and Principles of Resource Management

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**Objectives**

At the end of this unit, the students should be able to describe the:

- Comprehensive approach to resource management.
  - Concepts and principles that are the foundation of NIMS resource management.
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**Scope**

- Introduction and Unit Overview
    - Unit Objectives
  - Command vs. Coordination
    - Command
    - Coordination
  - Effective Resource Management
    - Resource Management: Primary Tasks
  - NIMS Resource Management Concepts
    - Assets
    - Credentialing
    - Coordination
  - NIMS Resource Management Principles
    - Resource Planning
    - Resource Identification and Ordering
    - Resource Categorization
    - Use of Agreements
    - Effective Management of Resources
  - Resource Management and NIMS
    - Resource Kinds and Types
    - Eight Processes for Managing Resources
    - Activity: Assessing Resource Management Readiness
  - Summary and Transition
-

**Methodology**

After introducing this unit and providing the unit objectives, the Instructor will review the differences between command and coordination, providing examples of each and stressing that both are needed for effective resource management. Then, the Instructor will introduce resource management specifically, describing what resources are, why effective resource management is important to incident managers, where resource management generally takes place, and the primary tasks involved in managing resources.

Next, the Instructor will highlight briefly the NIMS resource management concepts and principles, engaging the students in discussions of how the various concepts and principles are applied in their States and/or jurisdictions and the types of support systems used to ensure effective resource management.

At the end of this unit, the students will work, either individually or in teams, to assess their jurisdiction's readiness for managing resources effectively.

The Instructor will summarize the key points of this unit and transition to Unit 3.

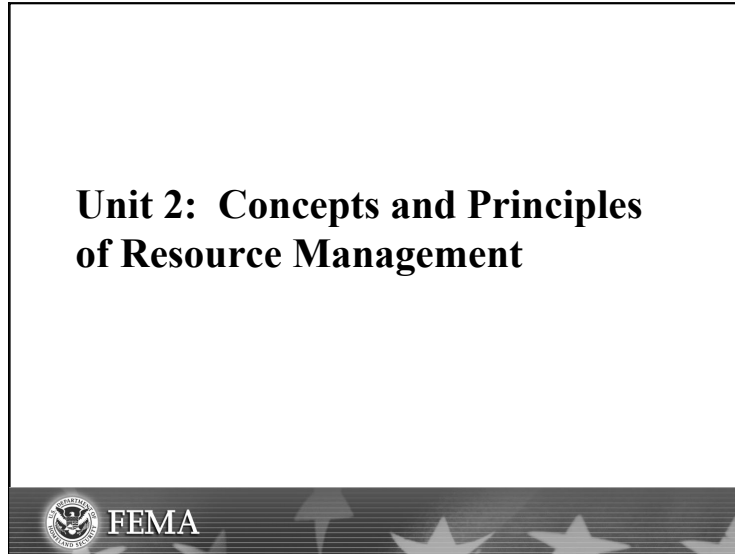
**Time Plan**

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

<b>Topic</b>	<b>Time</b>
Introduction and Unit Overview	5 minutes
Command vs. Coordination	15 minutes
Effective Resource Management	5 minutes
NIMS Resource Management Concepts	10 minutes
NIMS Resource Management Principles	30 minutes
Resource Management and NIMS	30 minutes
Activity: Assessing Resource Management Readiness	35 minutes
Summary and Transition	5 minutes
<b>Total Time</b>	<b>2 hours 15 minutes</b>

**Note**

For the activity at the end of this unit, the students will need the Resource Management Annex from their EOPs. If some or all students did not bring their Annex, you should have copies of the sample Annex in Appendix A ready to hand out for their use.

**Visual 2.1**

**Visual Description:** Unit 2: Concepts and Principles of Resource Management

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**Instructor Notes**

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Introduce this unit by telling the group that Unit 2 will present a comprehensive approach to resource management.



Visual 2.2

### Unit 2 Objectives

- Describe the comprehensive approach to resource management.
- Describe the concepts and principles that are the foundation of NIMS resource management.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Unit 2 Objectives

### Instructor Notes

Tell the students that at the end of this unit, they should be able to:

- Describe the comprehensive approach to resource management.
- Describe the concepts and principles that are the foundation of NIMS resource management.

**Ask if anyone has any questions about what will be covered in this unit.**



Visual 2.3

### Command vs. Coordination

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- Parallel but distinct processes
- Both needed for effective resource management



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Command Versus Coordination

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### Instructor Notes

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Tell the students that effective resource management hinges on both command and coordination. Explain that command and coordination are two parallel, but distinct, emergency management processes. Both are needed for effective resource management.



Visual 2.4

## Command

- **Command** is the process of directing and controlling resources to address the needs of an incident or event.
- NIMS assigns command responsibilities to the on-scene Incident Commander.



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**Visual Description:** Command

## Instructor Notes

Point out that command is the process of directing and controlling resources to address the needs of a particular incident or event. In NIMS, responsibility for this process is delegated to the on-scene Incident Commander by the Agency Administrator.

**Note:** Provide examples of command activities:

- Determining incident objectives.
- Establishing Operational Periods.
- Assigning and supervising field resources.

In the event that several incidents in close proximity to each other require an additional level of command management, Area Command can be established to coordinate the activities of the Incident Commanders assigned to the individual incidents.





Visual 2.5

### Coordination (1 of 2)

- **Coordination** includes activities to ensure that ICS organization(s) get what they need when they need it.
- **Coordination** takes place:
  - In a number of entities.
  - At all levels of government.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Coordination (1 of 2)

### Instructor Notes

Continue by telling the group that coordination includes the activities that must be performed to ensure that the ICS organization(s) receive the resources and support they need when they need them.

**Note:** Examples of coordination activities include:

- Adjusting agency budgets, policies, and work priorities to make funds and resources available.
- Facilitating interagency decisionmaking.
- Coordinating interagency public information.
- Dispatching additional resources.



Visual 2.6

### Coordination (2 of 2)

**Coordination entities:**

- Dispatch center
- EOC
- RRCC
- JFO

**Command entities:**

- Agency administrator
- Area Command
- Incident Command/  
Unified Command



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Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Coordination (2 of 2)

### Instructor Notes

Explain that coordination takes place in a number of entities and at all levels of government.

Examples of coordination entities include:

- Dispatch center or office (local and/or regional levels).
- Emergency Operations Center (EOC) (local, State, and/or regional levels).
- Regional Response Coordination Center (RRCC) (FEMA/Federal regional level).
- Joint Field Office (JFO) (Federal resources).

To underscore the distinction between coordination entities and command entities, briefly review the list of command entities on the right-hand side of the visual. **Note:** The next slide clarifies the functional difference between coordination and command entities.



Visual 2.7

### Role of Coordination Entities

**Coordination entities****do:**

- Establish priorities.
- Make resources available.
- Provide support.

**Coordination entities****do not:**

- Direct specific actions at the incident.



**Visual Description:** Role of Coordination Entities

#### Instructor Notes

Tell the students that another way to look at the difference between command and coordination is to view the chain of command as an extension of the Agency Administrator's responsibilities and authorities to direct the agency's resources to address emergencies.

Coordination entities assist by establishing priorities, making resources available, and providing support, but do not have the authority to direct any specific actions on the incident.



Visual 2.8

### Resource Management: Definition

Involves coordinating and overseeing the application of tools, processes, and systems to provide incident managers with timely and appropriate resources during an incident.

**Resources include:**

- Personnel
- Teams
- Facilities
- Equipment
- Supplies



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Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Management: Definition

### Instructor Notes

Introduce this topic by telling the students that resource management involves coordinating and overseeing the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident.

Resources include:

- Personnel.
- Teams.
- Facilities.
- Equipment.
- Supplies.

Explain that, generally, resource coordination activities take place within EOCs. As incidents grow in size or complexity, other MAC entities such as JFOs and MAC Groups may be established to prioritize and coordinate resource allocation and distribution.



Visual 2.9

### **Resource Management: Primary Tasks**

1. Establishing systems for describing, inventorying, requesting, and tracking resources
2. Activating these systems prior to and during an incident
3. Dispatching resources prior to and during an incident
4. Deactivating or recalling resources during or after an incident



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**Visual Description:** Resource Management: Primary Tasks

### **Instructor Notes**

Tell the students that resource management involves four primary tasks:

1. Establishing systems for describing, inventorying, requesting, and tracking resources
2. Activating these systems prior to and during an incident
3. Dispatching resources prior to and during an incident
4. Deactivating or recalling resources during or after an incident

Emphasize that the basic concepts and principles introduced in NIMS guide resource management processes and allow these tasks to be conducted effectively. By standardizing the procedures, methodologies, and functions involved in these processes, the application of NIMS concepts and principles helps to ensure that resources can be activated quickly and efficiently in response to incident needs.



Visual 2.10

### NIMS Resource Management Concepts

**NIMS:**

- Provides a uniform method of identifying, acquiring, allocating, and tracking resources.
- Ensures efficient mobilization and a dispatch-to-demobilization record of resources used.
- Incorporates mutual aid and donations.



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**Visual Description:** NIMS Resource Management Concepts

### Instructor Notes

Introduce this topic by telling the students that the underlying resource management concepts in the context of NIMS are:

- Providing a uniform method of identifying, acquiring, allocating, and tracking resources.
- Ensuring efficient mobilization and an initial dispatch-to-demobilization record of the utilization of each resource through a standardized resource classification system. Standardized classification of resources provides a common language for resource identification and procurement regardless of source.
- Effectively incorporating mutual aid and donations, enabled by the standard classification of kinds and types of resources to support the incident management organization.



Visual 2.11

### Assets

- Owned/controlled
- Mutual aid/EMAC
- Private-sector and nongovernmental agencies
- Private donations



Unit 2:  
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**Visual Description:** Assets

### Instructor Notes

Explain that most jurisdictions have a range of resources that they own and control. Point out that no jurisdiction has the resources necessary to respond to every type of emergency. Mutual-aid resources are a primary asset during major emergencies, and most jurisdictions have formal mutual-aid agreements that support their needs.

**Emphasize that private-sector and donor assistance are less well incorporated into many resource management systems, and without careful planning, may prove to be a liability rather than an asset.**



Visual 2.12

### NIMS Credentialing

- Based on principles of ICS.
- Tied to uniform training and certification standards.
- Ensures that requested personnel are successfully integrated into ongoing incident operations.



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**Visual Description:** NIMS Credentialing

### Instructor Notes

Remind the group that because ICS establishes a common national organizational structure for incident management, it also allows the development of national training and certification standards. This ensures that personnel trained and certified in the system can be integrated seamlessly regardless of jurisdiction, location, or type of incident.

Tell the group that NIMS resource management uses a credentialing system tied to uniform training and certification standards to ensure that requested personnel resources are successfully integrated into ongoing incident operations.





Visual 2.13

### Coordination

- Responsibility of:
  - EOC or Multiagency Coordination entities
  - Elements of the ICS structure
- Encompasses contributions by:
  - The private sector
  - Nongovernmental organizations (NGOs)



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Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Coordination

### Instructor Notes

Transition to coordination by explaining that coordination is the responsibility of EOC and/or Multiagency Coordination Entities, as well as specific elements of the ICS structure (e.g., the Resources Unit).

NIMS Resource Management encompasses resources contributed by private-sector and nongovernmental organizations (NGOs). Private-sector entities and NGOs play a critical role in emergency response. Some organizations, such as the American Red Cross, have an ongoing, formal role in emergency management. Others, such as privately owned utilities, provide essential infrastructure, or have technical capabilities that are useful in emergency response. Successful resource management must include mechanisms to identify, activate, incorporate, and pay for such assets.



Visual 2.14

### Resource Management Principles

Five key principles:

1. Planning
2. Resource identification and ordering
3. Resource categorization
4. Use of agreements
5. Effective management



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Management Principles

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### Instructor Notes

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Tell the students that five key principles underpin effective resource management:

- Planning
- Resource identification and ordering
- Resource categorization
- Use of agreements
- Effective management of resources



Visual 2.15

### Resource Planning

- Plan possible resource needs before an incident.
- Involve all key players:
  - Key jurisdiction personnel
  - Mutual-aid partners
  - Private-sector partners



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Concepts and Principles of Resource Management

**Visual Description:** Resource Planning

### Instructor Notes

Tell the group that preparedness organizations work together before an incident to develop plans for managing and employing resources in a variety of possible emergency circumstances.

One formal planning mechanism designed to implement this principle is the Local Emergency Planning Committee (LEPC), established to plan community response to hazardous materials incidents. One of the key activities of the LEPC is to identify available public and private-sector resources, and develop response plans specific to locations that produce, use, or store hazardous chemicals. Many jurisdictions have found that this process is useful not only in HazMat incidents, but in all-hazards planning as well.

Remind the group that planning cannot take place in a vacuum. All of the key players in emergency response, including mutual-aid and private-sector partners, should participate in the planning process.



Visual 2.16

### Resource Identification and Ordering

Use standard processes to:

- Identify resource needs.
- Order resources.
- Mobilize resources.
- Dispatch resources.
- Track resources.
- Demobilize resources.



Unit 2:  
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**Visual Description:** Resource Identification and Ordering

### Instructor Notes

Tell the students that resource managers use standardized processes and methodologies to identify, order, mobilize, dispatch, track, and demobilize the resources required to support incident management activities.

Resource managers perform these tasks either at an Incident Commander's request or in accordance with protocols developed during the planning process.

Emphasize that, while the students are probably most familiar with dispatching resources at the request of an Incident Commander, some plans call for automatic "move up" or standby status under specific circumstances identified during planning.



Visual 2.17

### Resource Categorization

Resources are typed according to:

- Size.
- Capacity.
- Capability.
- Skill.
- Other characteristics.



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**Visual Description:** Resource Categorization

### Instructor Notes

Tell the students that incident management and emergency response organizations at all levels rely on various types of equipment to perform mission-essential tasks. A critical component of operational preparedness is the acquisition of equipment that will perform to certain standards, including the capability to be interoperable with equipment used by other jurisdictions.

Emphasize that resources are “typed” or categorized by:

- Size.
- Capacity.
- Capability.
- Skill.
- Other characteristics.

This typing or categorizing of resources makes the resource ordering and dispatch process within jurisdictions, across jurisdictions, and between governmental and nongovernmental entities more efficient and ensures that Incident Commanders receive resources appropriate to their needs.

Facilitating the development and issuance of national standards for typing resources and certifying personnel will be the responsibility of the NIMS Integration Center.



Visual 2.18

### Use of Agreements

#### Pre-incident agreements:

- Facilitate effective, efficient resource management.
- Ensure deployment of standardized, interoperable resources.



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**Visual Description:** Use of Agreements

### Instructor Notes

Introduce this topic by telling the students that pre-incident agreements among all parties providing or requesting resources are necessary to facilitate effective and efficient resource management during incident operations.

Formal pre-incident agreements are established between parties (both governmental and nongovernmental) that might provide or request resources during emergencies. This ensures the efficient deployment of standardized, interoperable equipment and other incident resources during incident operations.

Provide examples of formal pre-incident agreements:

- Emergency Management Assistance Compacts (EMACs), between States.
- Mutual-aid agreements, between local jurisdictions or between a jurisdiction and a nongovernmental organization (NGO).
- Standby contracts, between a local jurisdiction and a commercial supplier of critical resources.



Visual 2.19

### **Mutual-Aid Agreements (1 of 4)**

**Developed between a jurisdiction and:**

- Nearby jurisdictions.
- Private-sector entities.
- NGOs.

**Some States have developed Statewide mutual-aid agreements, making local agreements unnecessary.**



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**Visual Description:** Mutual-Aid Agreements (1 of 4)

### **Instructor Notes**

Tell the students that mutual-aid agreements supply the means for one jurisdiction to provide resources, facilities, services, and other required support to another jurisdiction during an incident. Stress that every jurisdiction should be party to mutual-aid agreements with jurisdictions from which they expect to receive or to which they expect to provide assistance during an incident. This would normally include all neighboring or nearby jurisdictions.

Mutual-aid agreements should also be developed with NGOs, such as the Red Cross, to facilitate the timely delivery of private-sector assistance during incidents.

Remind the group that most States participate in Emergency Management Assistance Compacts (EMACs) between the State and its bordering States. Some States have established intra-State agreements to coordinate the provision of mutual aid among all local jurisdictions within the State.

Urge the students to become familiar with their jurisdictions' and States' mutual-aid structures and to include mutual-aid partners at key points in emergency planning.



Visual 2.20



**Visual Description:** Mutual-Aid Agreements (2 of 4)

### Instructor Notes

Ask the group:

**Who can describe how their jurisdiction's mutual-aid agreements work?**

Select a volunteer to answer the question. Then, ask if any other jurisdictions work differently. Facilitate a brief discussion of the various ways that mutual-aid agreements can be developed and implemented. Point out that, while some jurisdictions prefer informal agreements, it is preferable to develop formal written agreements.





Visual 2.21

### Mutual-Aid Agreements (3 of 4)

All mutual-aid agreements should include:

- Definitions of key terms.
- Roles and responsibilities of involved parties.
- Procedures for requesting and providing assistance.
- Notification procedures.
- Protocols for interoperable communications and equipment.
- Relationships with other agreements among jurisdictions.



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Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Mutual-Aid Agreements (3 of 4)

### Instructor Notes

Continue this topic by telling the group that, at a minimum, mutual-aid agreements should include the following elements or provisions:

- Definitions of key terms used in the agreement
- Roles and responsibilities of involved parties
- Procedures for requesting and providing assistance
- Notification procedures
- Protocols for interoperable communications and equipment
- Relationships with other agreements among jurisdictions



Visual 2.22

### Mutual-Aid Agreements (4 of 4)

All mutual-aid agreements should address:

- Procedures, authorities, and rules for payment, reimbursement, and allocation of costs.
- Workers' compensation.
- Treatment of liability and immunity.
- Recognition of qualifications and certifications.
- Sharing agreements, as required.



Unit 2:  
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**Visual Description:** Mutual-Aid Agreements (4 of 4)

### Instructor Notes

Continue telling the students the elements that should be included in mutual-aid agreements:

- Procedures, authorities, and rules for payment, reimbursement, and allocation of costs.
- Workers' compensation.
- Treatment of liability and immunity.
- Recognition of qualifications and certifications.
- Sharing agreements, as required.

Authorized officials from each participating jurisdiction or entity will collectively approve all agreements.



Visual 2.23

### Effective Resource Management

Use validated practices to perform all key resource management tasks, including:

- Acquisition.
- Information management.
- Ordering, mobilizing, dispatching, and demobilizing resources.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Effective Resource Management

### Instructor Notes

Introduce this topic by telling the students that resource managers use validated practices to perform key resource management tasks systematically and efficiently.

Provide examples of several key resource management tasks:

- Acquiring resources.
- Managing information.
- Ordering, mobilizing, dispatching, and demobilizing resources.



Visual 2.24

### Acquisition Procedures

Develop tools and processes to support acquisition activities, such as:

- Procurement and contracting.
- Drawing from existing stocks and inventories.

Adapt existing administrative procedures to support emergency acquisition needs.



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Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Acquisition Procedures

### Instructor Notes

Tell the students that acquisition procedures are used to obtain resources to support operational requirements. Preparedness organizations should develop standard tools and related processes to support acquisition activities, such as:

- Procurement and contracting.
- Drawing from existing stocks and inventories.

Urge the group to examine existing administrative procedures and adapt them to support emergency acquisition needs.



Visual 2.25

### **Information Management Systems (1 of 4)**

Information management systems are used to:

- Collect, update, and process data.
- Track resources.
- Display readiness status.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Information Management Systems (1 of 4)

### **Instructor Notes**

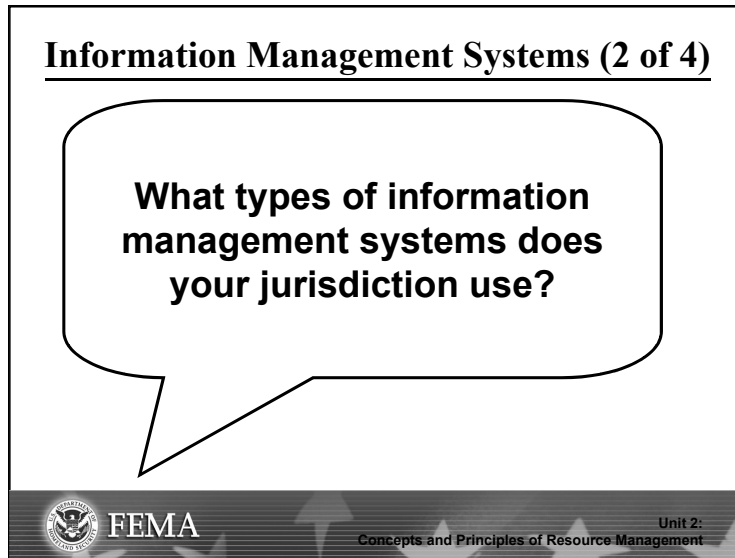
Tell the group that information management systems are used to:

- Collect, update, and process data.
- Track resources.
- Display readiness status.

Point out that information management systems enhance information flow and provide real-time data in a fast-paced environment where different jurisdictions and functional agencies are managing different aspects of the incident life cycle and must coordinate their efforts.



Visual 2.26



**Visual Description:** Information Management Systems (2 of 4)

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### Instructor Notes

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Ask the group:

**What types of information management systems does your jurisdiction use?**

Display the next visual to summarize the students' responses.



Visual 2.27

### Information Management Systems (3 of 4)

**Examples:**

- Geographic information systems (GISs)
- Resource tracking systems
- Transportation tracking systems
- Inventory management systems
- Reporting systems



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Information Management Systems (3 of 4)

**Instructor Notes:**

Examples of information management systems include:

- Geographic information systems (GISs).
- Resource tracking systems.
- Transportation tracking systems.
- Inventory management systems.
- Reporting systems.



Visual 2.28

### Information Management Systems (4 of 4)

Key considerations for information management systems:

- Ease of deployment. If not used regularly, keep it simple!
- Interoperability. Link to non-emergency systems and mutual-aid partners' systems, when possible.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Information Management Systems (4 of 4)

### Instructor Notes

Summarize this discussion by telling the group that there are many different information management systems on the market today. All have strengths and weakness. Suggest that when purchasing such systems the students should consider:

- Ease of deployment: If the system is rarely used, it must be extremely simple.
- Interoperability: Ideally, emergency systems should be the same or linked to the non-emergency system that the jurisdiction uses. When possible, the systems also should interface effectively with other jurisdictions' systems to allow data sharing during planning and deployment.





Visual 2.29

### Resource Management Protocols

- Develop during the emergency planning process.
- Document in the Resource Annex of the EOP.
- Include procedures used to:
  - Request resources.
  - Prioritize resource requests.
  - Activate and dispatch resources.
  - Demobilize resources.



Unit 2:  
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**Visual Description:** Resource Management Protocols

### Instructor Notes

Introduce this topic by telling the students that resource management protocols should be developed during the emergency planning process and documented in the Resource Annex of the EOP. Protocols should include procedures for:

- Requesting resources.
- Prioritizing resource requests.
- Activating and dispatching resources to incidents.
- Demobilizing resources and returning them to normal status.

Explain that virtually all jurisdictions have some sort of protocol that allows the dispatching organization to activate and dispatch resources to incidents. Under normal conditions, incidents can be adequately supplied using a "first come, first served" priority system. However, it is also important that a mechanism be developed that prioritizes calls under emergency conditions. For example, a noninjury accident that under normal conditions would receive both a police and precautionary medical response might only receive a police response or no public safety response at all during a major emergency.

Emphasize that it is also important to recognize that under normal conditions, the dispatch center provides a variety of logistical and coordination services to Incident Commanders in the field. These services may range from requesting equipment and supplies to passing messages to home offices, etc. During a disaster, it may not be possible for the dispatch center to provide these additional services and continue to perform its function as a dispatch center.

**Note:** Strategies for providing large-incident support will be discussed later in this course.



Visual 2.30

### **Resource Management and NIMS**

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- NIMS includes procedures, methods, and functions to help jurisdictions implement their resource management systems.
- NIMS processes reflect:
  - Functional considerations.
  - Geographic factors.
  - Validated practices within and across disciplines.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Management and NIMS

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### **Instructor Notes**

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Tell the students that NIMS includes standardized procedures, methods, and functions to help jurisdictions apply the resource management concepts and principles when implementing their resource management systems.

Explain that the NIMS processes reflect functional considerations, geographic factors, and validated practices within and across disciplines and are continually adjusted as new lessons are learned. The basic foundation for resource management provided in this unit will be expanded and refined over time in a collaborative, cross-jurisdictional, and cross-disciplinary effort led by the NIMS Integration Center.



Visual 2.31

### Resource Kinds and Types

To ensure that responders get the right personnel and equipment, ICS resources are categorized by:

- **Kinds of Resources:** Describe what the resource is (for example: medic, firefighter, Planning Section Chief, helicopter, ambulance, combustible gas indicator, bulldozer).
- **Types of Resources:** Describe the size, capability, and staffing qualifications of a specific kind of resource.



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**Visual Description:** Resource Kinds and Types

### Instructor Notes

Explain that resource kinds describe what the resource is. Resource kinds may be factored into subcategories—or types—to define more precisely the size, capability, and staffing qualifications of a specific kind of resource. Resource typing entails categorizing, by capability, the resources that incident managers commonly request, deploy, and use on incidents. Measurable standards identifying the capabilities and performance levels of resources serve as the basis for each category.

Point out that resource typing is designed to facilitate frequent use and accuracy in obtaining needed resources.

To allow resources to be deployed and used on a national basis, the NIMS Integration Center is responsible for defining national resource typing standards.

Ask if anyone has any questions before continuing.



Visual 2.32

### Nine Processes for Managing Resources

- Certifying and credentialing personnel
- Inventorying resources
- Identifying resource requirements
- Ordering and acquiring resources
- Mobilizing resources
- Tracking and reporting resources
- Demobilization
- Recovering resources
- Reimbursement



Unit 2:  
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**Visual Description:** Nine Processes for Managing Resources

### Instructor Notes

Introduce this topic by telling the students that NIMS uses nine processes for managing resources:

- Certifying and credentialing personnel
- Inventorying resources
- Identifying resource requirements
- Ordering and acquiring resources
- Mobilizing resources
- Tracking and reporting resources
- Demobilization
- Recovering resources
- Reimbursement



Visual 2.33

### **Certifying and Credentialing Personnel**

**Certifying.** Attesting that individuals meet professional standards for:

- Training.
- Experience.
- Performance.

**Credentialing.** Providing documentation to verify the certification and identity of:

- Designated incident management staff.
- Emergency responders.



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Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Certifying and Credentialing Personnel

#### **Instructor Notes**

Tell the group that NIMS requires national standards for the certification and credentialing of emergency response personnel.

Certification entails authoritatively attesting that individuals meet professional standards for the training, experience, and performance required for key incident management functions.

Credentialing involves providing documentation that can authenticate and verify the certification and identity of designated incident management staff and emergency responders.



Visual 2.34

### NIMS Standards

- Standards help ensure that personnel meet minimum knowledge, skill, and experience requirements.
- Standards include minimum levels for:
  - Training.
  - Experience.
  - Credentialing.
  - Currency.
  - Physical and medical fitness.



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Unit 2:  
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**Visual Description:** NIMS Standards

### Instructor Notes

Continue this topic by telling the students that standards developed by the NIMS Integration Center will help ensure that participating agencies' and organizations' field personnel possess the minimum knowledge, skills, and experience necessary to execute incident management and emergency response activities safely and effectively. The standards include minimum levels for:

- Training.
- Experience.
- Credentialing.
- Currency.
- Physical and medical fitness.

Tell the group that personnel who may be assigned to incidents that require support beyond the scope of the State's EMAC agreements will be required to meet national qualification and certification standards. Federal, State, local, and tribal certifying agencies; professional organizations; and private organizations should credential personnel for their respective jurisdictions.



Visual 2.35

### Inventorying Resources

Inventory systems are used to:

- Assess the availability of assets from all sources.
- Share resource status with a wide range of entities.



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**Visual Description:** Inventorying Resources

### Instructor Notes

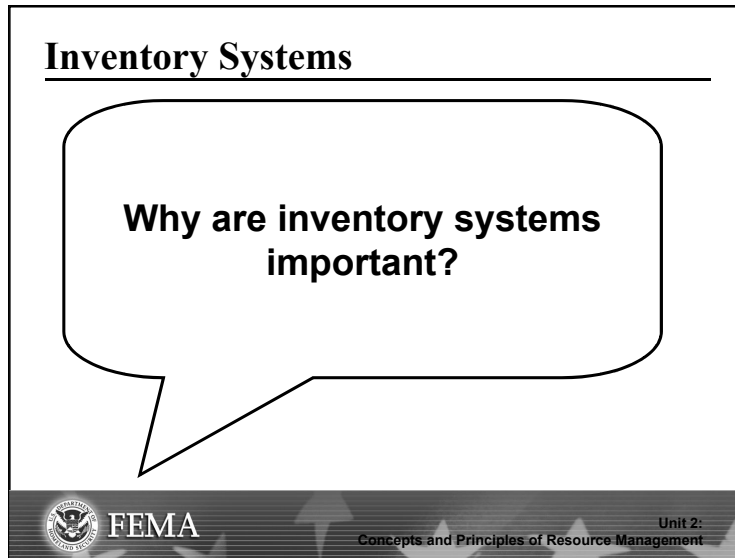
Tell the students that resource managers use various resource inventory systems to assess the availability of assets provided by public, private, and volunteer organizations. Inventory managers enter all resources available for deployment into resource tracking systems maintained at local, State, regional, and Federal levels. The data are then made available to dispatch centers, EOCs, and multiagency coordination entities. Because inventory data are shared among so many entities, inventory system interoperability is a major concern.

Emphasize to the students that the key is not managing how many resources there are out there—it's knowing where the resources are and who to contact about getting them.





Visual 2.36



**Visual Description:** Inventory Systems

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### Instructor Notes

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Ask the group:

**Why are inventory systems important?**

Allow the group time to respond. Display the next visual to summarize the discussion.



Visual 2.37

### Why Use an Inventory System?

Systems help resource managers analyze:

- The urgency of the need.
- Whether sufficient quantities are on hand.
- Whether sufficient quantities can be obtained in time to meet the demand.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Why Use an Inventory System?

### Instructor Notes

Explain that a key aspect of the inventorying process is determining whether or not the primary-use organization needs to warehouse items prior to an incident. Resource managers make this decision by considering:

- The urgency of the need.
- Whether there are sufficient quantities of required items on hand.
- Whether they can be produced or otherwise obtained quickly enough to meet demand.

Explain that an inventory system can also help establish consumption rates for expendable supplies (how much is used per day). Knowing consumption rates can assist in forward projecting resource requirements for the next 24, 48, and 72 hours. Additionally, an inventory system can provide historical data that can be referenced back to during future events.

Another important part of the process is managing inventories with shelf-life or special maintenance considerations. Resource managers must build sufficient funding into their budgets for:

- Periodic replenishments.
- Preventive maintenance.
- "Surge" stocking.
- Capital improvements.



Visual 2.38

### Role of Resource Managers (1 of 2)

Identify, refine, and validate resource requirements throughout an incident by determining:

- What and how much is needed.
- Where and when it is needed.
- Who will be receiving or using it.
- How long it will be needed.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Role of Resource Managers (1 of 2)

### Instructor Notes

Introduce this topic by telling the students that resource managers identify, refine, and validate resource requirements throughout the incident life cycle. This process involves accurately identifying:

- What and how much of each resource is needed.
- Where and when it is needed.
- Who will be receiving or using it and for how long.



Visual 2.39

### Role of Resource Managers (2 of 2)

- Identify and analyze:
  - Supplies.
  - Equipment.
  - Facilities.
  - Incident management personnel/response teams.
- Provide technical advice to requestors.



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Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Role of Resource Managers (2 of 2)

### Instructor Notes

Explain that resource managers must identify and analyze:

- Supplies.
- Equipment.
- Facilities.
- Incident management personnel and/or response teams.

Point out that if a requestor is unable to describe an item by resource type or classification system, resource managers provide technical advice to enable the requirements to be defined and translated into a request for an appropriate resource.

Because resource availability and requirements will constantly change as the incident evolves, all participating entities must coordinate closely in this process. Coordination begins at the earliest possible point in the incident life cycle.



Visual 2.40

### **Resource Mobilization—Personnel (1 of 2)**

- Personnel mobilize when notified through established channels.
- Personnel should be provided all key information at the time of mobilization.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Mobilization—Personnel (1 of 2)

### **Instructor Notes**

Introduce this topic by telling the group that incident personnel begin mobilizing when notified through established channels. At the time of notification, they are given the:

- Date, time, and place of departure.
- Mode of transportation to the incident.
- Estimated date and time of arrival.
- Reporting location (address, contact name, and phone number).
- Anticipated incident assignment.
- Anticipated duration of deployment.
- Resource order (request or mission).
- Incident number.
- Applicable cost and funding codes.



Visual 2.41

### Resource Mobilization—Personnel (2 of 2)

Mobilization should include:

- Equipping, training, and/or inoculating personnel.
- Preparing and briefing personnel so that they can be held accountable for their actions.
- Activating mobilization centers for logistical support.
- Obtaining needed transportation.
- Ensuring that mobilization takes place in line with priorities and budgets.



Unit 2:  
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**Visual Description:** Resource Mobilization—Personnel (2 of 2)

### Instructor Notes

Stress that the resource tracking and mobilization processes are directly linked. When resources arrive on scene, they must formally check in. This starts the on-scene in-processing and validates the order requirements. Notification that the resource has arrived is sent back through the system.

EOCs and Incident Management Teams (IMTs) take direction from standard interagency mobilization guidelines at the Federal, regional, State, local, and tribal levels. For resource managers, the mobilization process should include:

- Equipping, providing orientation or other "surge" training, and/or inoculating personnel.
- Preparing and briefing personnel so that they can be held accountable for their actions.
- Activating mobilization centers that have facilities suitable for logistical support.
- Obtaining transportation to deliver resources to the incident.
- Ensuring that mobilization takes place in line with priorities and budgets.

Managers should plan and prepare for the demobilization process well in advance of actual demobilization, often at the same time they begin the mobilization process. Early planning for demobilization facilitates accountability and makes transportation of resources as efficient, low cost, and fast as possible.



Visual 2.42

### Resource Tracking (1 of 2)

Resource tracking should be:

- Standardized.
- Integrated.
- Continuous.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Tracking (1 of 2)

### Instructor Notes

Point out that resource tracking is a standardized, integrated process conducted throughout the life cycle of an incident by all agencies at all levels. This process:

- Provides a clear picture of where resources are located.
- Helps staff prepare to receive resources.
- Protects the safety of personnel and security of supplies and equipment.
- Facilitates coordination and movement of personnel, equipment, and supplies.



Visual 2.43

### Resource Tracking (2 of 2)

**Resource managers:**

- Track resources continuously from mobilization through demobilization.
- Follow required procedures for acquiring and managing resources.

Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Tracking (2 of 2)

### Instructor Notes

Tell the group that resource managers use established procedures to track resources continuously from mobilization through demobilization. Ideally, these managers would display this real-time information in a centralized database accessible to all NIMS partners, allowing total visibility of assets.

There are a number of computerized systems, including the Resource Order and Status System (ROSS) and WebEOC, that can assist in this effort. Other, "low-tech" systems include manual systems such as standard resource order forms and "t" card systems. Managers follow all required procedures for acquiring and managing resources, including reconciliation, accounting, auditing, and inventorying.





Visual 2.44

### Resource Recovery (1 of 3)

- Involves final disposition of all resources.
- During recovery, resources are:
  - Rehabilitated.
  - Replenished.
  - Repositioned or disposed of properly.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Recovery (1 of 3)

### Instructor Notes

Tell the students that recovery involves the final disposition of all resources. During this process, resources are rehabilitated, replenished, and repositioned if possible, or disposed of properly if not.



Visual 2.45

### Resource Recovery (2 of 3)

All resources must be accounted for:

- At the incident site.
- When they are returned to the issuing unit.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Recovery (2 of 3)

### Instructor Notes

Continue by telling the students that all resources must be fully accounted for at the incident site and again when they are returned to the unit that issued them. The issuing unit then restores its resources to fully functional capability and readies them for the next mobilization.

Nonexpendable resources are those intended for reuse. Nonexpendable resources may include such items as vehicles and heavy equipment, radios and other communications equipment, and human resources. Nonexpendable items that are broken and/or lost should be replaced through the Supply Unit, by the organization with invoicing responsibility for the incident, or as defined in pre-incident agreements. Human resources, such as IMTs, require adequate rest and recuperation time before being mobilized again.

Expendable resources include equipment and supplies that are intended for a single use, such as surgical gloves, fire suppression foam, disposable clothing, etc. Expendable resources must also be fully accounted for and restocked as necessary. Restocking normally occurs at the point from which a resource was issued. The planning process should identify who bears the cost for restocking expendable resources.



Visual 2.46

### Resource Recovery (3 of 3)

- Resources that are not in restorable condition must be declared as excess.
- Resources that require special handling and disposition must be dealt with according to established regulations and policies.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Resource Recovery (3 of 3)

### Instructor Notes

Tell the group that returned resources that are not in restorable condition—whether expendable or nonexpendable—must be declared excess according to established regulations and policies of the controlling entity. Waste management is of special importance in the process of recovering resources. Resources that require special handling and disposition (e.g., biological waste and contaminated supplies, debris, and equipment) must be dealt with according to established regulations and policies.



Visual 2.47

## Reimbursement

### Reimbursement:

- Provides a mechanism to fund critical needs that arise from an incident.
- Plays an important role in establishing and maintaining resource readiness.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Reimbursement

### Instructor Notes

Tell the students that reimbursement provides a mechanism to fund critical needs that arise from incident-specific activities. Reimbursement processes also play an important role in establishing and maintaining the readiness of resources.

Processes and procedures must be in place to ensure that resource providers are reimbursed in a timely manner. These will include mechanisms for:

- Collecting bills.
- Validating costs against the scope of the work.
- Ensuring that proper authorities are involved.
- Accessing reimbursement programs, such as the Public Assistance Program.



Visual 2.48

**Activity: Assessing Resource Management Readiness**

1. Review the Resource Management Annex to your jurisdiction's EOP.
2. Complete the checklist to assess your jurisdiction's resource management capability.
3. Be prepared to discuss your assessment with the class.



You have 15 minutes to complete this activity.



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Activity: Assessing Resource Management Readiness

**Instructor Notes**

Follow the steps below to complete this activity:

1. Direct the students to the activity on page 2-48 in the Student Manual.
2. Ask the students to review the Resource Management Annex in their EOPs as they complete the checklist. The students may work individually or in small groups according to jurisdiction. (**Note:** If students have not brought their Annexes, hand out copies of the sample Annex in Appendix A to use for this activity.)
3. Tell the students that they will have 15 minutes to complete the activity.
4. At the end of the time period, facilitate a group discussion about their jurisdictions' strengths and areas that need improvement in each resource management phase.
5. Ask if anyone has any questions before continuing.



## Activity: Assessing Resource Management Readiness

Student Manual  
Page 2-50

## Resource Management Assessment

**Instructions:** Review your jurisdiction's Resource Management Annex and/or agency policies as you complete the worksheet below. Be prepared to discuss your responses to the worksheet with the class. You have 15 minutes to complete this activity.

Resource Management Process	Yes	No	Unclear
<b>Activation</b>			
▪ Does the Resource Management Annex state <u>who</u> is authorized to activate the resource management system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does the Resource Management Annex state <u>how</u> the resource management system will be activated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does the Resource Management Annex state the <u>conditions</u> under which the resource management system can be activated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Can system activation be implemented easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Is the system supported by dependable communications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Initial Dispatch</b>			
▪ Is it clear who has authority for dispatching initial responders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are protocols in place that specify when mutual-aid resources may be requested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are protocols in place that specify who has authority to request mutual-aid resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are protocols in place to identify and credential:			
▪ Personnel who have been dispatched (rather than self-dispatched)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Requested mutual-aid resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Contract or commercial resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Nonuniformed staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**Activity: Assessing Resource Management Readiness  
(Continued)**
**Student Manual  
Page 2-51**
**Resource Management Assessment (Continued)**

Resource Management Process	Yes	No	Unclear
<b>Incident Transitions</b>			
▪ Does your jurisdiction require the use of ICS for managing all incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Has your jurisdiction developed formal delegations of authority for Incident Commanders and other key personnel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction use ICS forms as part of its planning process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction use a formal incident planning process and written incident action plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resource Ordering</b>			
▪ Does your jurisdiction specify <u>who</u> can order resources with Logistics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify who must approve resource requests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify guidelines for emergency purchasing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify the conditions under which ordering authorities transfer to a higher (or lower) organizational level (e.g., from dispatch to the EOP)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex assign authorities and responsibilities for executing contracts with outside vendors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction require that all resource orders be made using standard forms that include all essential elements of information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**Activity: Assessing Resource Management Readiness  
(Continued)**
**Student Manual  
Page 2-52**
**Resource Management Assessment (Continued)**

Resource Management Process	Yes	No	Unclear
<b>Check-In/Resource Tracking</b>			
▪ Does your jurisdiction require a formal check-in process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do personnel receive information about where and how to check in at the time of dispatch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex provide for tracking resource orders, including resource orders placed from the EOC or other MAC entity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify <u>who</u> has responsibility for tracking resources after arrival and <u>how</u> resources are tracked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction have a backup tracking system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demobilization</b>			
▪ Does your jurisdiction develop written demobilization plans for large and/or complex incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction require that personnel be rested (when necessary) and receive debriefings, medical evaluations, etc., before release?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction have procedures for replenishing expendable resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction require post-incident maintenance on equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Visual 2.49

### Summary and Transition

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- Concepts and principles of resource management
- Based on NIMS
- Establish a context for this course



Unit 2:  
Concepts and Principles of Resource Management

**Visual Description:** Summary and Transition

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### Instructor Notes

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Summarize this unit by reminding the group that the unit covered the concepts and principles for effective resource management. Explain that the concepts and principles are established in the National Incident Management System, or NIMS, and that they establish a context for the remainder of this course.

Transition to the next unit by telling the group that Unit 3 will cover the resource management-related tasks that all jurisdictions should undertake before an incident occurs.

**Ask if anyone has any questions before continuing.**

**Notes:**